

new book purchases and subscriptions to scholarly periodicals. The course can also make profitable use of the Internet, television and audiovisual aids to instruction, and historical exhibits in local museums, historical societies, and libraries. Anthologies and paperback editions of important works of literature should be readily available for teachers dealing with cultural and intellectual history, as should collections of slides illustrating changing technology, the history of art, and architecture.

AP classes require extra time on the part of the instructor for preparation, personal consultation with students, and the reading of a much larger number of written assignments than would be given to students in regular classes. Accordingly, some schools reduce the assigned teaching hours for any teacher offering such a class or classes.

Although many schools are able to set up special college-level courses, in some schools AP study may take the form of tutorial work associated with a regular course or a program of independent study. Other methods used could include educational television, videotapes, and university correspondence courses.

Examples of the organization and content (including bibliography) of AP U.S. History courses or equivalent college courses can be found on AP Central.

THE EXAM

The exam is 3 hours and 5 minutes in length and consists of two sections: a 55-minute multiple-choice section and a 130-minute free-response section. The free-response section begins with a mandatory 15-minute reading period. Students are advised to spend most of the 15 minutes analyzing the documents and planning their answer to the document-based essay question (DBQ) in Part A. Suggested writing time for the DBQ is 45 minutes.

Parts B and C each include two standard essay questions that, with the DBQ, cover the period from the first European explorations of the Americas to the present. Students are required to answer one essay question in each part in a total of 70 minutes. For each of the essay questions students choose to answer in Parts B and C, it is suggested they spend 5 minutes planning and 30 minutes writing.

Both the multiple-choice and the free-response sections cover the period from the first European explorations of the Americas to the present, although a majority of questions are on the nineteenth and twentieth centuries.

Period Covered	Approximate Percentage of Test (Multiple-choice section only)
Pre-Columbian to 1789	20%
1790 to 1914	45%
1915 to the present	35%

Whereas the multiple-choice section may include a few questions from the period since 1980, neither the DBQ nor any of the four essay questions in Parts B and C will deal exclusively with this period.

Together, the multiple-choice and free-response sections cover political institutions, behavior, and public policy; social change, and cultural and intellectual developments; diplomacy and international relations; and economic developments.

Material Covered	Approximate Percentage of Test (Multiple-choice section only)
Political institutions, behavior, and public policy	35%
Social change, and cultural and intellectual developments	40%
Diplomacy and international relations	15%
Economic developments	10%

The U.S. History Development Committee's note on social and cultural history:

Much recent scholarship in U.S. history merges social and cultural history. Based on college curriculum survey data, the Development Committee decided to combine these two categories into one called social change, and cultural and intellectual developments.

A substantial number of social, cultural, and economic history questions deal with such traditional topics as the impact of legislation on social groups and the economy or the pressure brought to bear on political processes by social, economic, and cultural developments. Because historical inquiry is not neatly divided into categories, many questions pertain to more than one area.

The questions in the multiple-choice section are designed to test students' factual knowledge, breadth of preparation, and knowledge-based analytical skills. Essay questions are designed, additionally, to make it possible for students from widely differing courses to demonstrate their mastery of historical interpretation and their ability to express their views and knowledge in writing.

The standard essay questions may require students to relate developments in different areas (e.g., the political implications of an economic issue), to analyze common themes in different time periods (e.g., the concept of national interest in U.S. foreign policy), or to compare individual or group experiences that reflect socioeconomic, ethnic, racial, or gender differences (e.g., social mobility and cultural pluralism). Although historiography is not emphasized in the exam, students are expected to have a general understanding of key interpretations of major historical events. When questions based on literary materials are included, the emphasis will not be on literature as art but rather on its relation to politics, social and economic life, or related cultural and intellectual movements.

Answers to standard essay questions will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. Unless a question asks otherwise, students will not be penalized for omitting one or another specific illustration.

The required DBQ differs from the standard essays in its emphasis on the ability to analyze *and* synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence. Like the standard essay, however, the DBQ will also be judged on its thesis, argument, and supporting evidence.

Although confined to no single format, the documents contained in the DBQ are unlikely to be the familiar classics (the Emancipation Proclamation or Declaration of Independence, for example), but their authors may be major historical figures. The documents vary in length and are chosen to illustrate interactions and complexities within the material. The material will include—where the question is suitable—charts, graphs, cartoons, and pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

The DBQ will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. *For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned.* It should be noted that the emphasis of the DBQ will be on analysis and synthesis, not historical narrative.

Scores earned on the multiple-choice and free-response sections each account for one-half of the student's exam grade. Within the free-response section, the DBQ counts for 45 percent; the two standard essays count for 55 percent. Information about the process employed in grading the exam, including the standards used and samples of student answers, can be found in the 2006 *AP United States History Released Exam*. Ordering information for this and other publications can be found on p. 33.

American Diversity

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

American Identity

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

Culture

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

Demographic Changes

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Economic Transformations

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Environment

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

Globalization

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

Religion

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy

Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Understanding Relationships in History: The Colonial Period

Directions:

- 1) Examine the following list of specific factual information and write the general subject.
- 2) After identifying similarities that various pieces of the information share, place each piece of information in a general category in the column at the left.
- 3) Each bit of information might fit into more than one category, but, for this purpose, it may be used only once.
- 4) Name each category.
- 5) Write a topic sentence for each category which clearly and directly generalizes the similarity that each individual piece of information has in common with the other pieces of information in that category.
- 6) When the information has been categorized and a generalization has been made in a topic sentence, choose the 5 pieces of specific factual information which best support the topic sentence and evaluate them by rank ordering them in descending order of importance in supporting the topic sentence.
- 7) Write a thesis statement that directly links the categories to some common theme.
- 8) Rank order the categories in decreasing order of importance to support your thesis statement.

John Winthrop
proprietary
headright system
Anne Hutchinson
theocracy
House of Burgesses
power of the purse
Huguenots
Society of Friends
"the elect"
Puritans
Halfway Covenant
Roger Williams
Old Lights

New Lights
heresy
established church
Maryland Toleration Act
of 1649
William Penn
pre-destination
John Cotton
anti-nomian
Henry VIII
Separatists
John Calvin
George Calvert
Salem Witch Trials

orthodoxy
covenant
Bible Commonwealth
non-secular
secular
town meeting
Jonathan Edwards
John Cotton
Reformation
Great Awakening
George Whitefield
Baptists
Methodists
log colleges

**Understanding Relationships in History:
Revolutionary War Period 1754-1783**

Directions:

- 1) Examine the following list of specific factual information and write the general subject.
- 2) After identifying similarities that various pieces of the information share, place each piece of information in a general category in the column at the left.
- 3) Each bit of information might fit into more than one category, but, for this purpose, it may be used only once.
- 4) Name each category.
- 5) Write a topic sentence for each category which clearly and directly generalizes the similarity that each individual piece of information has in common with the other pieces of information in that category.
- 6) When the information has been categorized and a generalization has been made in a topic sentence, choose the 5 pieces of specific factual information which best support the topic sentence and evaluate them by rank ordering them in descending order of importance in supporting the topic sentence.
- 7) Write a thesis statement that directly links the categories to some common theme.
- 8) Rank order the categories in decreasing order of importance to support your thesis statement.

mercantilism
French & Indian War
Whigs
Parliament
Albany Plan of Union
salutary neglect
Pontiac's Rebellion
Hat Act
James Otis
Intolerable Acts
Quartering Act
Committees of Correspondence
writs of assistance
Stamp Act Congress
Sons/ Daughters of Liberty
First Continental Congress
Lord North
Soame Jenyns
Declaratory Act (1766)
Sugar Act (1764)
Letters From a Farmer in Pennsylvania
Crispus Attucks
Patrick Henry
Tea Act (1763)
Quebec Act (1764)
Circular Letters
Boston Tea Party
Boston Port Bill
Cornwallis

Townshend Acts (1767)
Iron Act
Proclamation of 1763
George Grenville
the Enlightenment
Treaty of Paris (1763)
George III
George Washington
Currency Act
deism
Boston Massacre
John Dickinson
Thomas Jefferson
Rights of the British Colonists Asserted and Proved
Declaration of Independence
Battle of Quebec
Treaty of Paris (1783)
Battle of Saratoga (1777)
French Alliance of 1778
John Locke
Stamp Act (1765)
Poor Richard's Almanack
Two Treatises on Government
Thomas Paine
Loyalists/Tories
Benedict Arnold
Yorktown
Second Continental Congress

Understanding Relationships in History: Confederation and Constitution Period

Directions:

- 1) Examine the following list of specific factual information and write the general subject.
- 2) After identifying similarities that various pieces of the information share, place each piece of information in a general category in the column at the left.
- 3) Each bit of information might fit into more than one category, but, for this purpose, it may be used only once.
- 4) Name each category.
- 5) Write a topic sentence for each category which clearly and directly generalizes the similarity that each individual piece of information has in common with the other pieces of information in that category.
- 6) When the information has been categorized and a generalization has been made in a topic sentence, choose the 5 pieces of specific factual information which best support the topic sentence and evaluate them by rank ordering them in descending order of importance in supporting the topic sentence.
- 7) Write a thesis statement that directly links the categories to some common theme.
- 8) Rank order the categories in decreasing order of importance to support your thesis statement.

New Jersey Plan
separation of powers
confederation
Shays Rebellion
Anti-Federalists
Madison
Annapolis Convention
Philadelphia Convention
The Federalist Papers
Second Continental Congress
the Constitution
Treaty of Paris
republicanism
right of deposit
George Washington

Northwest Ordinance
William Paterson
checks and balances
3/5 compromise
Connecticut compromise
Virginia Plan
George Washington
Land Ordinance
Iroquois Confederacy
bicameral
interstate commerce
George Mason
Yorktown
Bill of Rights

	weaknesses of the Articles of Confederation
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**Understanding Relationships in History:
Economic/ Transportation Developments 1810-1850**

Directions:

- 1) Examine the following list of specific factual information and write the general subject.
- 2) After identifying similarities that various pieces of the information share, place each piece of information in a general category in the column at the left.
- 3) Each bit of information might fit into more than one category, but, for this purpose, it may be used only once.
- 4) Name each category.
- 5) Write a topic sentence for each category which clearly and directly generalizes the similarity that each individual piece of information has in common with the other pieces of information in that category.
- 6) When the information has been categorized and a generalization has been made in a topic sentence, choose the 5 pieces of specific factual information which best support the topic sentence and evaluate them by rank ordering them in descending order of importance in supporting the topic sentence.
- 7) Write a thesis statement that directly links the categories to some common theme.
- 8) Rank order the categories in decreasing order of importance to support your thesis statement.

Samuel Slater
textiles
Eli Whitney
Lowell/Waltham System
interchangeable parts
Era of Good Feelings
sectionalism
Tariff of 1816
Second Bank of the United States
Henry Clay
The American System
nationalism
specialization
cotton gin
reaper
National Road
McCulloch v. Maryland
implied powers
Irish
Erie Canal
steamboat

pet banks
paternalism
corporations
Robert Fulton
Panic of 1819
Gibbons v. Ogden
Dartmouth College v. Woodward
Missouri Compromise
immigration
Commonwealth v. Hunt
slavery
Maysville Road Bill
Specie Circular
Bonus Bill veto
internal improvements
Tariff of Abominations
Samuel F.B. Morse
Workingmen's Party
steel plow
Bessemer Process
War of 1812

Understanding Relationships in History 1875-1900

Directions:

- 1) Examine the following list of specific factual information and write the general subject.
- 2) After identifying similarities that various pieces of the information share, place each piece of information in a general category in the column at the left.
- 3) Each bit of information might fit into more than one category, but, for this purpose, it may be used only once.
- 4) Name each category.
- 5) Write a topic sentence for each category which clearly and directly generalizes the similarity that each individual piece of information has in common with the other pieces of information in that category.
- 6) When the information has been categorized and a generalization has been made in a topic sentence, choose the 5 pieces of specific factual information which best support the topic sentence and evaluate them by rank ordering them in descending order of importance in supporting the topic sentence.
- 7) Write a thesis statement that directly links the categories to some common theme.
- 8) Rank order the categories in decreasing order of importance to support your thesis statement.

Great American Desert
Homestead Act 1862
Oliver H. Kelley
barbed wire
Chivington Massacre
Battle of the Little Big
Horn
Chief Joseph
Helen Hunt Jackson
Dawes Severalty Act
bimetallism
Mary Elizabeth Lease
Comstock Lode
Battle of Wounded Knee
Indian Reorganization Act
of 1871
My Antonia

Depression of 1893
Dawes Severalty Act
Frederick Jackson Turner
Crime of 1873
free silver
Omaha Platform
William Jennings Bryan
Populist Party
safety valve thesis
Sherman Silver Purchase
Act
16:1
Coxey's Army
Sherman Silver Purchase
Act is repealed
Cross of Gold Speech

Greenback Party
Gresham's Law
inflation
A Century of Dishonor
Farmers' Alliances
Munn v. Illinois
Wabash RR v. Illinois
The Octopus
Ramona
gold discovered in Black
Hills
Wizard of Oz
American Gothic by Grant
Wood
Hamlin Garland
Willa Cather

Understanding Relationships in History: The Progressive Era

Directions:

- 1) Examine the following list of specific factual information and write the general subject.
- 2) After identifying similarities that various pieces of the information share, place each piece of information in a general category in the column at the left.
- 3) Each bit of information might fit into more than one category, but, for this purpose, it may be used only once.
- 4) Name each category.
- 5) Write a topic sentence for each category which clearly and directly generalizes the similarity that each individual piece of information has in common with the other pieces of information in that category.
- 6) When the information has been categorized and a generalization has been made in a topic sentence, choose the 5 pieces of specific factual information which best support the topic sentence and evaluate them by rank ordering them in descending order of importance in supporting the topic sentence.
- 7) Write a thesis statement that directly links the categories to some common theme.
- 8) Rank order the categories in decreasing order of importance to support your thesis statement.

pragmatism
John Dewey
muckrakers
Jacob Riis
Theodore Dreiser
secret (Australian) ballot
Robert LaFollette
Hiram Johnson
Anthracite Coal Strike
Gifford Pinchot
William Howard Taft
Bull Moose Party
Theodore Roosevelt
Square Deal
conservation
recall
Pure Food and Drug Act
Ida Tarbell
Lincoln Steffens
Socialist Party
Cosmopolitan
Clayton Anti Trust Act
Woodrow Wilson
referendum
Frederick W. Taylor
National Association for the Advancement
of Colored People
Elkins Act (1903)
Hepburn Act (1906)
New Freedom

Eugene V. Debs
Federal Trade Commission
Sixteenth Amendment
trust busting
Upton Sinclair
Underwood Tariff (1913)
Federal Reserve Act (1913)
Seventeenth Amendment
Eighteenth Amendment
National American Woman Suffrage
Association
Niagara Movement
direct primary
W.E.B. DuBois
National Urban League
Carrie Chapman Catt
Florence Kelley
Muller v. Oregon
Booker T. Washington
black migration
James Weldon Johnson
Meat Inspection Act
Upton Sinclair
Margaret Sanger
McClure's Magazine
David Graham Phillips
Payne Aldrich Tariff
Adamson Act

Understanding Relationships in History: New Deal

Directions:

- 1) Examine the following list of specific factual information and write the general subject.
- 2) After identifying similarities that various pieces of the information share, place each piece of information in a general category in the column at the left.
- 3) Each bit of information might fit into more than one category, but, for this purpose, it may be used only once.
- 4) Name each category.
- 5) Write a topic sentence for each category which clearly and directly generalizes the similarity that each individual piece of information has in common with the other pieces of information in that category.
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- 7) Write a thesis statement that directly links the categories to some common theme.
- 8) Rank order the categories in decreasing order of importance to support your thesis statement.

Stock market crash

Hoovervilles

Keynesian economic theory

Brain trust

New Deal

Dust Bowl

Mary McLeod Bethune

Wagner Act (National Labor Relations Act)

Works Progress Administration

Reconstruction Finance Corporation

Agricultural Adjustment Act

Huey Long

Securities and Exchange Commission

Schechter v. U.S. (Sick chicken case)

Congress of Industrial Organizations

Father Charles Coughlin

relief, recovery, reform

Brain Trust

National Recovery Administration

Frances Perkins

Tennessee Valley Authority

Court packing scheme

Trickle down economics

Social Security Act

Bonus Army

John L. Lewis

Rugged Individualism

Eleanor Roosevelt

Civilian Conservation Corps

Fair Labor Standards Act

Bank holiday

Fireside chats

Glass-Steagall Banking Act

Francis Townsend

Harold Ickes

Hundred Days

Enduring Understandings of the Colonial Period 1607-1763

1. Spain (Columbus-1492), England (Cabot – 1497), France (Verazzano-1524, Cartier – 1534-1542), and Holland (Hudson 1609) had claims in the New World based upon explorations made by these explorers.
2. England became the major world naval power after defeating Spain in 1588. England would later be challenged by France, but emerge victorious after the French and Indian War (1754-1763).
3. Because of a rapidly growing population, a depressed economy, and people thrown off lands from the enclosure movement, a large number of poor and landless people in England were attracted by the idea of economic opportunities in America.
4. Joint stock companies (the forerunner of modern corporations) pooled the savings of people of moderate means and supported trading ventures that seemed potentially profitable.
5. The British North American colonies were settled haphazardly at various times and for various reasons, without a master plan by the crown. Perhaps the biggest mistake made by England was allowing self-government in the colonies. Most colonies were founded for economic reasons with Jamestown paving the way. The growing of tobacco on Jamestown's plantations required a large labor force and led to the importation of slaves (1619) and, after 1660, to the institutionalization of slavery with slaves replacing indentured servants in the fields. As a method of attracting immigrants, VA offered 50 acres of land to each immigrant who paid for his own passage and any plantation owner who paid for an immigrant's passage (the **headright system**).
6. The colonies developed into 3 sections, New England, the Middle Colonies, and the South (including the Chesapeake colonies of MD and VA) based primarily on geographic differences and motives for settlement.
7. After Henry VIII was denied the right to divorce Catherine of Aragon, he founded the Anglican Church or Church of England, which became the **established church** (tax supported church). With the exception of the middle colonies and Rhode Island, all colonies had established churches: the Anglican Church was the established church in the south and the Congregational Church was the established church in New England. The Middle Colonies had the most religious diversity with Quakers, various German sects, French Huguenots, and Scotch Irish Presbyterians on the frontier. There was also a large Dutch presence in New York City and up the Hudson River where patroonships (large estates) dominated the landscape. Rhode Island was the most tolerant colony in New England, Pennsylvania the most tolerant colony in the Middle Colonies, and MD the most tolerant of the southern colonies (Maryland Toleration Act of 1649 gave toleration to Trinitarian Christians). The Puritan inhabitants of Massachusetts Bay Colony tolerated no one whose opinions differed from theirs. Massachusetts Bay Colony was the least tolerant of the colonies and banished such dissenters as Anne Hutchinson, Roger Williams, and Mary Dyer.
8. Public education began in Massachusetts Bay Colony in 1647 with the passage of the Massachusetts General School Act also known as the Old Deluder Law. According to this act when there were 50 families in a town a public school had to be provided,

establishing the principle that education should be paid for locally. Schools were much slower to develop in the Middle Colonies and public schooling was virtually unheard of in the Southern colonies. Education in New England, while public, had a religious base, and colleges such as Harvard and Yale were established to train ministers.

9. While most colonies began as either **self-governing (charter)** or **proprietary**, on the eve of the American Revolution all colonies were **royal** with the exception of RI and CT which were still self-governing (charter) and PA, DE, and MD which were still proprietary. In royal colonies the king appointed both the governor and the judges and he was able to maintain tighter control over royal colonies. The charters of most self-governing colonies were revoked as the Revolution neared.
10. While the colonies were not democratic by today's standards, there were a number of instances of democratic tendencies in the colonies. In 1619 the **House of Burgesses** was founded in VA, the first representative assembly in the New World. By signing the Mayflower Compact in 1620, Pilgrims pledged themselves to make decisions by the will of the majority. The Fundamental Orders of CT represented the first written constitution in the New World. **Town meetings** in which all white males over 21 who belonged to the Congregational church could participate existed in New England. And every colony, whether self-governing (charter), proprietary, or royal had an elected assembly. However, a sizable part of the colonial population was excluded from the political process. Only male property owners could vote for representatives. Those who were either female or landless had few rights; slaves and indentured servants had practically none at all. Also many colonial governors ruled with autocratic powers, answering only to the king or others in England. Native Americans were also mistreated.
11. As colonists moved from the 17th to the 18th century, money-making pursuits began to occupy more and more of their time at the expense of religious pursuits. **The Great Awakening** of the 18th century was a religious revival that attempted to bring colonists back to religion with a hell, fire, and brimstone atmosphere. Begun partly as a reaction to the ideas of the Enlightenment and partly as a result of increased secularization, the Great Awakening was led by Jonathan Edwards, George Whitefield, and Theodore Freulinghuysen. The Great Awakening was responsible for creating more religious diversity as churches broke into **New Lights** (more conservative) and **Old Lights** (less conservative) keeping any one religion from getting a real foothold in America. Because the Great Awakening placed more emphasis on emotion than reason or dogma, ministers needed to be good preachers first and learned scholars second. **Log colleges** such as Brown, Princeton (the College of New Jersey) and Columbia were founded to train the ministers of the Great Awakening.

Enduring Understanding Native Americans Pre-1750

GENERAL INFORMATION

1. Native Americans adapted their cultures and lifestyles to the different climates and geography in which they lived. Tribes that lived in harsh environments had a nomadic lifestyle of hunting and gathering. Groups that lived in favorable environments were more settled and combined agriculture with hunting.
2. Hunting groups led to the sexual division of labor. Women prepared food and produced clothing. Men hunted.
3. In agricultural societies the division of labor depended on the group to which the Native Americans belonged. In the west, the men grew crops. In the east, men cleared the land and women farmed. In all agricultural societies men hunted and women prepared and stored food.
4. Agricultural tribes settled in places easily defended – by woods, wooden palisades surrounding the village, or on cliffs (in the west). Agricultural families were defined as **matrilineal** societies (through the female line). Nomadic tribes defended themselves by their ability to move quickly. They defined their families as **patrilineal** societies.
5. Prior to the arrival of Europeans, Native American weapons included clubs, arrows, spears, and wooden armor.
6. In general, Native American agricultural societies had clear political organizations and gave some power to women. Nomadic Native Americans were not interconnected and women never achieved political power.
7. At the time Europeans first began colonization, the **political and linguistic differences** of the Northeast American Indian tribes, hindered their united opposition to Europeans.
8. From the 16th through the 18th centuries, the cultural patterns of the American Indians on the western plains were most influenced by the **introduction of the horse** by the Spanish conquistadors.

THE SPANISH

9. When the Spanish settled North America, most of the settlers were male. They intermingled with Native American women and created a racially mixed population. The Roman Catholic priests encouraged the Native Americans to convert to Christianity – they mixed Roman Catholic beliefs and practices with Native American beliefs and practices.
10. Europeans carried diseases to North America, killing much of the population (some estimates as high as 90%). Native Americans gave Europeans syphilis.
11. Europeans brought horses, cattle, sugar, tools, and guns. Native Americans gave Europeans tobacco, maize, potatoes, corn, beans, squash, and cassava.
12. The wealth of the Spanish colonies was based on the exploitation of both the native population and slaves imported from Africa. The Spanish took over roles once assumed by native leaders, who had also exacted labor and tribute from their subjects. The **encomienda system**, which granted tribute from Indian villages to individual conquistadors as a reward for their services to the crown, in effect legalized Indian slavery. In 1542 a new code of laws reformed the system, forbidding Spaniards from enslaving the Indians while still collecting tribute from the villages.
13. The Spanish employed Indians and African slaves primarily in gold and silver mines, on sugar plantations, and on huge horse, cattle, and sheep ranches. The Spanish deliberately leveled American cities, building cathedrals and monasteries on sites once occupied by Aztec

- and Mayan temples. Some conquistadors even burned written records they found. With their traditional ways of life in disarray, many demoralized Native Americans of Mesoamerica accepted the Christian religion brought to New Spain by Franciscan and Dominican priests.
14. The Spanish actively sought converts to Catholicism in the early 1600s. Because Native Americans equated knowledge (writing) and the ability to fight diseases such as smallpox with being in God's favor, many who wanted those benefits converted.
 15. In the late 1500s the outpost of St. Augustine, FL was settled by the Spanish. Franciscan missionaries soon followed but the Indians resisted the priests' efforts to Christianize them. Only after the native peoples were forcibly moved to mission towns did many agree to baptism. By the end of the sixteenth century a chain of Franciscan missions stretched across northern Florida.
 16. In 1598 Juan de Onate, conquered the Pueblos in New Mexico for Spain. Some Pueblos were enslaved while others had one foot amputated by the Spaniards. Decade by decade Franciscan priests adopted increasingly brutal and violent tactics in order to erase all traces of the native religion which had been combined with Christianity. **Encomiendas** also placed heavy labor demands on the population. In 1680 the Pueblos revolted under the leadership of **Pope'**, a respected shaman, successfully driving the Spaniards out of New Mexico.
 17. When the Spanish expanded to the east and north they established their presence through military outposts and Franciscan missions. The army's role was to maintain order among the subject Indians and to guard the boundaries of New Spain from French attack. By the mid 1700s Spain claimed a vast territory stretching from California to Texas and the Gulf of Mexico. Throughout the region Spanish presence consisted of a mixture of missions and forts dotting the countryside.

THE BRITISH

18. In Jamestown the settlers owed much to the **Powhatan Confederacy**. However the settlers believed they were superior and did not accept Native American claims to hunting grounds. In 1622 the Indians attacked settlements along the James River. Settlers got reinforcements and were able to fight the Indians. In 1646 the **Powhatan Confederacy** formally accepted English superiority.
19. In Plymouth the Europeans owed their survival to Indians as well. The **Pokanokets** signed a treaty with the Pilgrims in 1621 that supplied them with food. In the 1670s the **Pokanoket** chief was King Philip, the son of **Massasoit**, who had welcomed the Pilgrims earlier. Troubled by the loss of tribal lands and concerned about the impact of Christianity on the culture of his people, he led his warriors in 1675 on attacks of nearby communities known as **King Philip's War**. Even though Indians attacked and burned many Puritan villages, the Indian coalition ran short of food and supplies and eventually the New Englanders broke the power of the coastal tribes. However, the settlers paid a terrible price for their victory – an estimated one tenth of the male population was killed or wounded in this war.
20. The migration to the Connecticut Valley brought settlers into more contact with Indian tribes. When the settlers moved to Connecticut under the leadership of **Thomas Hooker**, they moved into territory controlled by the **Pequot Indians**. The arrival of the English settlers signaled the end of the Pequots' power over trade between the Dutch in New York and other Indian tribes in New England. A number of clashes occurred and in 1637 the Pequots attacked the town of Wethersfield, CT killing 9 and capturing 2 colonists. The **Pequot War**

had begun. In retaliation an expedition of settlers burned the main Pequot town on the Mystic River and slaughtered at least 400 Pequot Indians.

21. Europeans and Native Americans clashed in New England. Indian groups were divided as to whether they were opposed to English settlement and expansion. Native Americans chose the European customs to adapt that were most loosely matched to their own.
22. Pilgrims did not actively seek to convert Indians to Christianity. **John Eliot**, however, did establish "**Praying Towns**" in which Christian Indians resided.
23. In Pennsylvania **William Penn, a Quaker**, attempted to treat Indians fairly. He learned to speak the language of the **Lenapes (Delawares)** from whom he purchased land to sell to the European settlers. He also established strict regulations for trade and forbade the sale of alcohol to the Indians. Penn's policies were so successful that they brought about their own downfall. Indians happy with his policies moved to Pennsylvania. Settlers attracted by liberal land policies moved to Pennsylvania. While Penn was considerate of the Indians, the settlers were not, and in the first half of the 19th century settlers and Indians repeatedly clashed over land ownership.

THE FRENCH

24. **Jesuits (Black Robes)** in New France were successful in converting some Indians to Catholicism. They told Indians that through good works they could achieve salvation. The French, for the most part, did not take Indian land, as they were interested in trading and trapping, not settling.
25. In the 1640s the **Iroquois Confederacy** fought the **Beaver Wars** against the **Hurons** over control of land and the desire to dominate the fur trade. The Iroquois warriors did not themselves trap beaver; instead, they raided other villages in search of pelts or attacked Indians from the interior as they carried furs to European outposts. Then the Iroquois traded the pelts for European manufactured goods. In the 1670s as Iroquois dominance grew, the French stepped in to keep the Iroquois from winning because an Iroquois triumph would have destroyed France's plans to deal directly with the western Indians. Over the next 20 years the French repeatedly attacked Iroquois villages. In 1701 the Iroquois Confederacy finally negotiated a neutrality treaty with France and the other Indians.
26. Unlike the Spaniards, the French did not attempt to subjugate the Indians with whom they came into contact. At first they did not even claim large amounts of land for France. When, however, the French decided to strengthen their presence near the Gulf of Mexico by founding New Orleans in 1718 - to counter the English moving west and the Spanish moving east - French outposts on the Mississippi became very important to the French Empire. **Coueurs de bois** (forest runners) used the rivers and lakes of the American interior to travel regularly between Quebec and Louisiana. Missionary work, while it occurred, was not one of the primary aims of France in North America.
27. In all French outposts the shortage of European women led to the creation of a mixed race people known as **metis**.
28. The French were the least threatening to the Native Americans because their main goal was trade, not settlement of Indian lands. The British, depending upon the colony, threatened the Indians' land, but were not as cruel as the Spaniards to the south and west. The Spanish had the least favorable policies regarding the Indians. Indians in the Spanish colonies were enslaved and killed by Spanish conquistadors and forcibly converted to Christianity.

ENDURING UNDERSTANDING: AFRICAN-AMERICAN HISTORY 1607-1820

1. Portugal began the African slave trade and the Netherlands followed. Because European colonizers needed a large labor force, they decided to find that force in the non-Christian Africans from the West African coast. The British, using the Royal African Company, eventually took control of the slave trade from the Dutch. While residents of Great Britain did not practice slavery, Britain did permit slavery in its colonies. By the time slaves arrived in Jamestown, the Spanish colonies had been practicing slavery for over a century. By the late 17th century commerce in slaves and the products of slave labor provided the basis for the European economic system.
2. In 1619 a Dutch ship arrived at Jamestown, VA, carrying enslaved Africans who came to America via the brutal **Middle Passage**. These first Africans came as indentured servants. However, after 1640 some blacks were being permanently enslaved in each of the English colonies. Massachusetts, though a New England colony, was the first colony to mention slavery in its legal code. Only a small portion of enslaved Africans went to the Northern colonies and those that did were used mainly as domestic workers.
3. Prior to 1660 most slaves imported to the New World by Great Britain went to the Caribbean where their labor was desperately needed for sugar cane cultivation. But after 1660 more slaves were brought to the American colonies because the labor shortage became more acute. The birth rate was falling in England and improving economic conditions decreased the number and availability of indentured servants. Also, as the death rate in the Chesapeake began to decrease, slaves, though more costly than indentured servants, became a better investment. By 1710 1/5 of the Chesapeake's population was black.
4. The purchase of slaves led to the **stratification of white society in the Chesapeake** as poorer farmers were unable to purchase slaves or white indentured servants.
5. The large numbers of African slaves being transported to **South Carolina** by the end of the 17th century coincided with the successful introduction of **rice** as a staple crop and South Carolina's number one export. Later, **indigo** was introduced as a cash crop, which like rice, relied on the special skills of Africans for cultivation.
6. The **Pennsylvania Quakers**, in 1688, signed the first **anti-slavery resolution** written in the Northern hemisphere.
7. During the **Great Awakening** in the 1740s, 1750s, and 1760s, people of both races attended camp meetings to hear a respected group of black and white preachers. White planters, however, feared the egalitarianism implied in the evangelical message of universal salvation and harmony.
8. Blacks favored both sides in the **American Revolution**, however more favored the British side hoping to assist the British in return for freedom. Whites in the colonies feared the possibility of slave revolts. In the North, where whites outnumbered blacks, most whites supported the Revolution. In VA and MD where whites were safely in the majority, there was an occasional fear. However, in the South, especially South Carolina, where the black population was nearly even with or larger than the white population, whites were less enthusiastic about the Revolution. In 1775, **Lord Dunmore**, the Governor of Virginia, issued a **proclamation** in which he offered to free any slave or indentured servant who would leave patriot masters to join the British forces. Because of this proclamation, the Second Continental Congress, in 1776, modified an earlier policy that prohibited enlistment of blacks

in the army and blacks began to join. During the Revolution blacks became familiar with notions of equality and liberty.

9. **Following the American Revolution** northern states began to emancipate slaves. Some slaves were emancipated immediately, while others were emancipated gradually. As a result, the free black population grew dramatically after the war. In the 1780s free blacks made their way to the port cities of the North – especially Boston and Philadelphia – taking jobs as unskilled workers or seamen. They chose new names for themselves, established independent nuclear families, and began to cluster their residences in certain neighborhoods. Emancipation did not bring equality.
10. The postwar years witnessed the beginning of the development of racist theory in the U.S. Prior to the revolution whites argued that African slaves' seemingly debased character derived from their enslavement, rather than enslavement being the consequence of inherited inferiority. After the Revolution, slave owners who needed a reason to justify continued holding of slaves began to argue that people of African descent were less than fully human and that the principles of republican equality applied only to European Americans.
11. The **United States Constitution** ratified in June of 1788 counted each slave as $\frac{3}{5}$ of a person for purposes of representation and taxation because whites believed that blacks were inefficient producers of human wealth. The Constitution also extended the foreign slave trade for 20 years – to end in 1808.
12. The **first Fugitive Slave Law**, passed in 1793, allowed owners to seize runaway slaves in free parts of the United States.
13. The invention of the **cotton gin in 1793 by Eli Whitney** led to a cotton boom and increased the demand for slaves. The post war decades witnessed the single most massive influx of Africans into North America since the beginning of the slave trade.
14. In 1794 blacks in Philadelphia and Baltimore founded societies as which eventually became the **African Methodist Episcopal (AME) church**. African churches (AME, African Baptist, African Episcopal, and African Presbyterian churches) became cultural centers of the free black community.
15. **Gabriel Prosser**, a Virginia blacksmith, who led a slave rebellion in 1800, argued that blacks should fight to win the same rights as whites.
16. The **Missouri Compromise (1820)**, negotiated by Henry Clay, admitted Missouri to the union as a slave state and Maine as a free state in order to keep a balance of slave and free states in the U.S. Senate. The **36 30' line**, the southern boundary of Missouri coupled with the Ohio River, separated the North from the South. When the debate over the Missouri Compromise was occurring **Jefferson wrote**: "The Missouri question . . . is the most portentous one which ever yet threatened our Union. In the gloomiest moment of the revolutionary war I never had any apprehensions equal to what I feel from this source. . . {The} question, like a firebell in the night, awakened and filled me with terror. . . {With slavery} we have a wolf by the ears, and we can neither hold him nor safely let him go."

ENDURING UNDERSTANDING: WOMEN IN U.S. HISTORY 1700-1850

COLONIAL PERIOD

1. The basic unit of colonial society was the household headed by a white male who took care of finances and held legal authority over his wife and children.
2. Virginia throughout the 17th century had a high sex-ratio which meant that the number of men greatly exceeded the number of women. In the New England colonies, because people tended to settle in family units, the sex-ratio was more balanced.
3. The responsibility of women in rural households included preparing food, cleaning, doing laundry, and making clothing.
4. An unmarried colonial woman had the same legal rights as a man (with the exception of voting), but a wife was subordinate to her husband in law as well as in custom.
5. The common law doctrine of coverture meant that a married woman became one person with her husband.

REVOLUTIONARY ERA

6. Prior to and during the American Revolution women handled additional responsibilities of the household and re-thought their traditional roles. Women formed the **Daughters of Liberty** and refused to buy British goods including tea, sugar, and wine. They held spinning bees and spun their own cloth to make clothes. Many women managed farms, businesses, and homes while their husbands and sons were away. Roughly 20,000 women served as "camp followers" providing food for the soldiers and tending to their wounds.
7. **Margaret Corbin (aka Captain Molly)** took her husband's place when he fell dead in the Battle of Fort Mifflin. The Continental Congress voted to reward her for her heroism and sacrifice. She was given exactly half of a soldier's pension minus the ration of whiskey or rum, but she petitioned for and won the remainder of the pension. She is the only revolutionary War veteran buried at West Point.
8. **Mary Hays (aka Molly Pitcher)** traveled with the Pennsylvania Seventh Regiment. She acted as a nurse, cook, and laundress. At the Battle of Monmouth in New Jersey her husband collapsed and the cannon ordered that his cannon be rolled back because there was no one to fire it. Molly dropped her water pitcher and started loading the cannon. Some say she was made a sergeant right on the battlefield. In 1822 the PA legislature recognized her and gave her a \$40/year pension.
9. **Deborah Sampson** entered the war as Private Robert Shurtleff. When her secret was discovered she was honorably discharged at West Point in 1783.
10. **Judith Sargent Murray** argued that women and men had equal intellectual capacities and **Abigail Adams** urged her husband to "**Remember the Ladies**" when the new independent government was fashioned. She told him that women would not be ". . . bound by any laws in which we have no voice or representation." However, women received no more rights after the Revolution than they had before the Revolution.

FROM THE REVOLUTION TO 1850

11. The concept of "**republican motherhood**" that emerged at the end of the Revolution encouraged women to raise their sons and daughters to become good Americans, instilling in these children values of liberty and independence. Republican motherhood also in some ways fostered the education of women who needed to have knowledge to impart to their children. In 1787, Benjamin Rush, in *Thoughts Upon Female Education*, said: "The equal share that every citizen has in the liberty, and the possible share he may

have in the government of our country, make it necessary that our ladies should be qualified to a certain degree by a peculiar and suitable education, to concur in instructing their sons in the principles of liberty and government.”

12. The U.S. Constitution made no mention of women's rights or women's suffrage.
13. After the revolution and in the early national Period, young women's domestic roles changed as cloth production moved from the homes to the factories in New England.
14. By the 1820s and 1830s textile (clothing) manufacturing was transformed by the use of the power loom. The **Lowell System of Manufacturing** (also called the **Waltham System**) was adopted in mills along the banks of New England rivers. The system recruited New England farm daughters as workers and accepted responsibility for their living conditions. The women's earnings brought them independence, but generally their ambitions were still to be wives and mothers. Most left the mills to marry or were replaced by Irish immigrants.
15. While opportunities for women to work outside the home were limited, the birth rate fell throughout the early part of the 19th century going from 6-7 children in 1800 to five by 1860. Women gained greater control over their bodies in this time period. According to the **cult of domesticity**, the refinement and purity of women ruled the household, including the bedroom. The **cult of domesticity** or the **cult of true womanhood** encompassed the belief that a woman's role in marriage was to maintain the home as a refuge for her husband and family, train and educate her children, and set a moral example for the children to follow. True women were expected to possess four virtues: piety, purity, submissiveness, and domesticity. The home was the separate, proper sphere for women who were seen as better suited to the parenting role. It was middle and upper class women who aspired to the **cult of domesticity**, as lower class women often had to work and could not spend as much time caring for their homes.
16. Women were among the earliest converts to the **Second Great Awakening** and slowly brought their husbands and families into the churches and under the influence of reform. Revival tended to reinforce the cult of domesticity as piety and religious values were associated with the domestic sphere. Women organized prayer groups and founded female missionary societies. **Oberlin College**, the first coeducational higher institution in America sent its graduates out into the world to spread the gospel of reform. Some women were simultaneously involved in many reform movements. Some women's rights advocates believed that if they worked for abolition of slavery that giving rights to women would come next.
17. As a result of the **Second Great Awakening** women took leading roles in charitable and humanitarian movements such as the abolition movement, the temperance movement, and the education movement. They also became associated with a number of utopian communities in the ante-bellum period such as the Shakers, the Oneida Community, and Brook Farm where **Margaret Fuller** served as editor of ***The Dial*** magazine.
18. **Catherine and Mary Beecher**, in 1823, established the Hartford Female Seminary and added philosophy, history and science to the traditional women's curriculum. They worked to establish training seminaries for female teachers, viewing formal education as an extension of women's nurturing role. **Mary Lyon** opened Mt. Holyoke female seminary and **Emma Willard** opened Troy Female Seminary. By 1850 school teaching was a major women's vocation and in large cities the majority of teachers were women, nearly all unmarried and nearly all being paid half of what men teachers were paid.

19. Women were also involved in the temperance movement because temperance had a strong religious base. Alcohol was seen as a destroyer of families because men who drank either neglected their families or could not adequately support them. **Dorothea Dix** became involved in prison reform and worked with the mentally ill.
20. Women were prominent in the anti-slavery movement from the beginning. **Lydia Maria Child** and **Lucretia Mott** served on the American Anti-Slavery Society's executive committee. In the 1830s, **Sarah and Angelina Grimke** who had been born into a slave holding family in South Carolina, challenged slavery and spoke out for women's right to be heard. Eight years after **Elizabeth Cady Stanton, Lucretia Mott, and Lucy Stone** were denied admission to the World Anti-Slavery Convention in London, they organized the **Seneca Falls Convention of 1848**. At Seneca Falls they demanded political, economic, and social equality for women. They protested women's inability to vote and limited property rights and their exclusions from education and jobs. **The Declaration of Sentiments** written at Seneca Falls and modeled on the Declaration of Independence ("All men and women are created equal"), launched the women's rights movement and called for women's suffrage (the right to vote). In the 1840s the women's rights movement resulted in a split in the anti-slavery movement with Frederick Douglass and William Lloyd Garrison supporting women's rights.
21. The women's rights movement lost its steam with the advent of the Civil War but was reborn in the Gilded Age with the formation of the National Woman Suffrage Association and the American Woman Suffrage Association.

Enduring Understandings of the Pre-Revolutionary, Revolutionary, and Confederation Periods 1763-1787

1. Just as England had no real plan for the founding of the 13 colonies, she also had no real organized plan either for governing the colonies or directing their economies. Prior to the French and Indian War (1754-1763), England followed a **policy of salutary (healthy) neglect** and enforced laws only sporadically.
2. England's economic policies were governed by mercantilist principles. According to the economic **doctrine of mercantilism** colonies were subordinate to the mother country and existed purely for the benefit of the mother country. As a nation's wealth was measured by the amount of gold and silver (specie) that it possessed, it was in that nation's best interest to acquire colonies from which gold and silver would hopefully be taken. The mother country together with its colonies was to become self-sufficient and not import goods from other countries and their colonies. The mother country and her colonies wanted to export more to other countries than they imported (**a favorable balance of trade.**) Colonies were expected to complement the mother country regarding what they produced, not compete with the mother country. In return colonies received the protection of the British navy and a market for their goods.
3. Acts of Trade and Navigation (1650-1673) established 3 rules for colonial trade:
 - Trade to and from the colonies could be carried only by English or colonial built ships, which could be operated only by English or colonial crews.
 - All goods imported into the colonies, except for some perishables, could pass only through ports in England.
 - Certain "enumerated" goods from the colonies such as tobacco, furs, indigo, and naval stores could be exported to England only.

Especially in New England, colonists routinely defied the Navigation Acts by smuggling in French, Dutch, and other imported goods as the crown was lax in enforcing the laws. In 1684, because of smuggling, the self-governing charter of Massachusetts Bay Colony was revoked and Massachusetts Bay Colony became a royal colony.

1. Beginning in 1689 the first of four intermittent "world wars" began between England and France for world domination. While the first three wars began in Europe and spread to America, the final war, the French and Indian War, began in the colonies over control of the Ohio River Valley and spread to Europe. The turning point of the war was the battle of Quebec in 1759.
2. During the war Benjamin Franklin proposed the Albany Plan of Union (1754) to coordinate colonial defenses. (The "Join or Die" cartoon) This plan provided for an intercolonial legislature and a governor general appointed by the king. The government would recruit troops and collect taxes for defense. Because each colony was too jealous of its own taxation powers to accept the plan it never took effect.
3. As a result of the French and Indian War Great Britain became the dominant power in North America and the number one naval power in the world. The Treaty of Paris of 1763 gave Britain French Canada as well as Spanish Florida and all the land east of the Mississippi River. Spain received all the land west of the Mississippi and France was permitted to retain some of its sugar islands in the Caribbean. The end of the war brought about a spirit of independence in the colonies now that the French menace was gone. The colonists believed they could adequately provide for their own defense. The British were unhappy with colonial contributions to the war effort and were saddled with an exorbitant debt which had to be paid. The end of the war marked the **end of the period of salutary neglect and the beginning of a new relationship between Britain and her colonies.**

4. Pontiac's Rebellion on the western frontier was followed by the Proclamation of 1763 which led to a series of British actions and colonial reactions that culminated in the Revolutionary War.
5. Between 1763 and 1776, while the relationship between England and her colonies was rocky, **most colonists thought of themselves as British citizens and were not seeking independence.** A number of Englishmen, including Edmund Burke and William Pitt were sympathetic to the colonists during this time period. (See your chart of the acts imposed by Britain, the colonial reactions to those acts, and the British reaction to the colonial reactions chart in your notebook.) The publication of Thomas Paine's *Common Sense* in January 1776 pushed the colonists closer to separation from England.
6. The war had political (virtual vs. actual representation), economic (resentment of mercantilism, "no taxation without representation," and the colonial reaction to the end of salutary neglect), and social causes (propaganda, the threat of an Anglican bishop being sent by England to the colonies).
7. France signed a Treaty of Alliance (1778) with the 13 colonies after the colonial victory at Saratoga. France hoped to get back at England for her loss in the French and Indian War. (The alliance was abrogated in 1800).
8. As a result of the Treaty of Paris of 1783 the colonies got all the land east of the Mississippi River except for Florida which was given to Spain. England retained title to Canada and American received its independence. **(Please consult the charts in your notebook for the political, economic, and social results of the American Revolution.)**
9. During the American Revolution the Second Continental Congress created a document called the Articles of Confederation (1777) which was not ratified until 1781 because of a dispute over what was to be done with the western lands which some colonies claimed.

The Articles of Confederation	
STRENGTHS	WEAKNESSES
Held the country together throughout the Revolution.	No executive branch
Negotiated the Treaty of Paris of 1783	No judicial branch
Provided that the states cede their western lands to the central government to be sold to provide funds for the government	Unicameral assembly with each state having only one vote
Gave Congress the power to wage war, make treaties, send diplomatic representatives & borrow money	No power to tax or control interstate commerce; provided for a loose union of states
	No Bill of Rights
	Sovereignty remained with the states
Passed the Land Ordinance of 1785 which provided for land surveying and dividing up the NW Territory into 36 sq. mile townships; Proceeds from 1 section of land - education	Unanimous consent of all states for amendments
	Vote of $\frac{3}{4}$ of states needed for important bills
Northwest Ordinance of 1787 – set the rules for admission of new states to the union on an = footing with the old states when their population reached 60,000; prohibited slavery; provided for state bills of rights	Little status in the eyes of foreign governments; could not gain right of deposit from Spain in the Jay-Gardoqui Treaty
	Shays' Rebellion pointed out many of the

Enduring Understanding: Market Revolution: 1810-1860

1. Transportation developments in the ante-bellum period consisted of turnpikes, steamboats, canals, and railroads. **Turnpikes** were toll roads, the most famous of which was the National Road that stretched from Ellicott City, MD to Vandalia, Illinois and passed through the major centers of population. The **steamboat's** invention was credited to Robert Fulton. Steamboats were a big improvement over rafts or flatboats because they could go up and down stream and move goods much more quickly. Steamboats saw a great deal of use on the Mississippi River, the Ohio River, and later the Great Lakes. The **Erie Canal** begun in 1817 and completed in 1825 was the first and the most successful of the canals. It stretched from near Albany, New York to Buffalo, New York on Lake Erie. At Albany it connected with the Hudson River enabling boats to travel from New York City to the Great Lakes in record time. **The Erie Canal, built with funds from the state of New York**, made New York City the largest city in population in the United States and connected the Old Northwest with the East. Water transportation was much cheaper than land transportation and therefore much more desirable. The building canal set off a flurry of canal building that lasted from around 1820-1850, though no canal was as successful as the Erie Canal which was operational until the 1950s. Peter Cooper built Tom Thumb, a locomotive, that in 1830 traversed the 14 miles of track of America's first **railroad**, the Baltimore and Ohio.
2. Most of the **transportation** developed in this period went from **east to west**, creating a bond between the west and the northeast that later helped to decide the Civil War. Because the South had wide, navigable waterways, it had less of a need for the new transportation developments, though railroads and canals were built in the south.
3. The West certainly favored internal improvements at federal expense but the south did not. The North was divided, favoring internal improvements, but not necessarily wanting the federal government to pay as the New England states and New York had already footed the bill for their own transportation improvements. The Federalist Party and later the National Republicans and Whigs believed that the federal government should pay. The Democratic-Republicans believed that Congress had the power to provide internal improvements only if they involved interstate commerce. **In 1817 D-R James Madison vetoed the Bonus Bill that would have provided federal money for roads and canals.**
4. Famous inventions utilized in this period included the **cotton gin (1793)** invented by Eli Whitney which separated the seeds from the cotton, the concept of **interchangeable parts (1798)** also invented by Whitney, and the **reaper (1831)** invented by Cyrus McCormick which cut grain many times faster than the hand held scythe.
5. In 1790 in Pawtucket, RI, **Samuel Slater**, and immigrant from England constructed the nation's first cotton-spinning mill (**textile mill**). He later became known as the father of the American factory system. In 1813 **Francis Cabot Lowell**, an inventor and wealthy Boston merchant, built the nation's first textile factory which combined all steps from raw material to the finished product – processing the raw cotton, spinning thread, and weaving cloth. By 1830 the Northeast contained a powerful class of industrial capitalists and became the nation's manufacturing region. The **Lowell or Waltham System** of

Manufacturing attracted New England farm girls, who, until Irish immigrants arrived in the late 1840s and early 1850s, provided the major source of labor for the factories. Factories at this time were considered to be “humane” as they provided housing for the workers as well as supervision for the girls.

6. American manufacturing was certainly aided by the **first protective tariff** in U.S. history in 1816 which protected American goods from British manufacturers. It was also aided by the re-chartering of the **Second Bank of the U.S.** in 1816 since manufacturers and bankers benefited from available investment capital and a stable currency. However, southerners and westerners opposed the Second Bank of the U.S. because these sections saw the bank as a monopoly favoring the North at the expense of the South and West. The South and West also wanted easy credit, cheap money, and high agricultural prices which did not happen because of the bank’s policies.
7. Henry Clay, representative to Congress from KY, a western state, urged making the nation economically self-sufficient with his **American System** proposed in 1824. Clay wanted a) the West and South to support a protective tariff and a national bank to aid industry in the North, and b) the North to support a federal program of roads and canals to link the country together. Profits from the tariff and the national bank would pay for the internal improvements. Clay argued that all sections would benefit as the West and South would exchange their agricultural produce for the manufactured goods of the North. Clay’s American System, **supported by National Republicans and Whigs**, never fully developed because by the 1820s nationalism was being replaced by sectionalism.

Enduring Understanding: Technological Change: 1810-1860

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Manufacturing attracted New England farm girls, who, until Irish immigrants arrived in the late 1840s and early 1850s, provided the major source of labor for the factories. Factories at this time were considered to be “humane” as they provided housing for the workers as well as supervision for the girls.

6. American manufacturing was certainly aided by the **first protective tariff** in U.S. history in 1816 which protected American goods from British manufacturers. It was also aided by the re-chartering of the **Second Bank of the U.S.** in 1816 since manufacturers and bankers benefited from available investment capital and a stable currency. However, southerners and westerners opposed the Second Bank of the U.S. because these sections saw the bank as a monopoly favoring the North at the expense of the South and West. The South and West also wanted easy credit, cheap money, and high agricultural prices which did not happen because of the bank’s policies.
7. Henry Clay, representative to Congress from KY, a western state, urged making the nation economically self-sufficient with his **American System** proposed in 1824. Clay wanted a) the West and South to support a protective tariff and a national bank to aid industry in the North, and b) the North to support a federal program of roads and canals to link the country together. Profits from the tariff and the national bank would pay for the internal improvements. Clay argued that all sections would benefit as the West and South would exchange their agricultural produce for the manufactured goods of the North. Clay’s American System, **supported by National Republicans and Whigs**, never fully developed because by the 1820s nationalism was being replaced by sectionalism.

Enduring Understanding: The Age of Jackson 1824-1848

1. During the "Reign of Jackson," politics became more democratic, the power of the presidency increased, America became more optimistic and expansionistic, and sectionalism supplanted nationalism.
2. *White males of the middle and lower classes began to vote in large numbers because removed property qualifications for voting. Other reasons for the seven-fold increase in male suffrage were changes in political parties and campaign methods, improved education, and increases in newspaper circulation. By the end of this time period virtually all white males over the age of 21 could vote regardless of social class or religion.*
3. **Party nominating conventions** replaced caucuses for nominating presidential candidates and voters, rather than state legislatures, began to choose electors for president.
4. *During the Jacksonian era, a much larger number of state and local officials were elected to office instead of being appointed as in the past. Campaigns of the 1830s and 1840s featured parades, floats, marching bands, and large rallies. Often personal attacks were common as candidates downplayed the issues.*
5. Jackson believed in a system of rotation in office (**the spoils system**) for appointed office holders. "No man," he said, "has any more intrinsic claim to office than another." Ordinary people were capable of holding any government office.
6. The "Favorite Son" election of 1824 which brought John Quincy Adams to office by a vote of the House of Representatives was an indication of impending sectionalism as candidates represented different sections of the U.S. While Jackson won the popular vote, no candidate received a majority of the electoral vote, so the election was decided by the House of Representatives. Henry Clay, followed by accusations of a "corrupt bargain" threw his support to John Quincy Adams who won the election.
7. Jackson's election in 1828 was referred to as a revolution because he represented the common man of the south and the emerging west. He carried every state west of the Appalachians. Jacksonian democracy was an extension of Jeffersonian democracy and actually more democratic.
8. Jackson and his vice president, John C. Calhoun, split after the **Peggy Eaton Affair**. Calhoun resigned a year later and Martin Van Buren of NY was chosen to replace him. Calhoun and Jackson came to blows over the Tariff of 1828 (The Tariff of Abominations). In 1828 the South Carolina legislature declared the Tariff of Abominations to be unconstitutional and nullified it. In 1830 Senator Daniel Webster of Massachusetts debated Senator Robert Hayne of South Carolina on the nature of the federal union under the Constitution (**contract v. compact theory of government**). In 1832 Calhoun wrote the South Carolina Exposition and Protest condemning the tariff and supporting nullification. A special convention called in S.C. passed a resolution forbidding the collection of tariffs within the state. Jackson persuaded Congress to pass a Force bill giving the president the authority to take military action in South Carolina.
9. In 1832 Henry Clay (Whig/National Republican) ran against Andrew Jackson. Clay, who favored the bank, made the **Second Bank of the U.S.** the principal issue in the election of 1832. After Congress passed a bill to re-charter the second bank, Jackson vetoed it. He believed that the bank favored the north at the expense of the south and west and that it was a monster monopoly. He said that too much of the bank's stock was owned by foreigners and

that the bank's tight money policies hurt the west and south. Also, he did not like the arrogant bank president, Nicholas Biddle, nor the fact that Senator Daniel Webster was also legal counsel to the bank. After the bank veto Jackson with the help of Secretary of the Treasury Roger B. Taney, removed the money from the B.U.S., placing it in **pet banks** which were state banks. Many of these banks were not well regulated. Feverish speculation in western lands resulted and prices for land and various goods became badly inflated. Jackson hoped to check the inflationary spiral by issuing an order known as the Specie Circular which required that purchases of federal land be made in gold and silver rather than paper banknotes. Soon afterward banknotes lost their value and land sales plummeted plunging the nation's economy into the Panic and depression of 1837.

10. Jackson didn't care for Native Americans either. In 1830 he signed the Indian Removal Act and in 1838, under VanBuren, the Trail of Tears occurred. When the Cherokee nation challenged Georgia in the courts, the Supreme Court ruled in **Cherokee Nation v. GA (1831)** that Cherokee were not a foreign nation with the right to sue in a federal court. But in a second case, **Worcester v. Georgia (1832)**, the Supreme Court ruled that the laws of GA had no force within the boundaries of the Cherokee territory. Unfortunately, Jackson sided with the states and against Marshall.
11. Democrat and Vice President Martin Van Buren succeeded Jackson in 1837, and in 1840 voters voted him out because of the state of the economy. In this election the Whigs were better organized than the Democrats and also had a popular war hero named William Henry Harrison, the hero of the Battle of Tippecanoe. Harrison died one month after taking office and he was succeeded by Tyler, a Democrat wearing Whig clothing.
12. The **Second Great Awakening** at the beginning of the 19th century led by **Charles G. Finney** began a flurry of reform movements in the north such as temperance, women's rights, mental health, peace, abolition, communitarianism, and educational reform. The Baptist and Methodist religions profited greatly from the Great Awakening. Many reformers supported multiple reform movements (such as women's rights advocates who also supported temperance and abolition).
13. Democrat James K. Polk ran on a platform of "the reannexation of Texas and the re-occupation of Oregon" as well as 54 °40' or fight. When he won the election Tyler got Congress to annex Texas to the union. In 1846, in a dispute with Mexico over the southern boundary of Texas, the Mexican War began. It was ended by the Treaty of Guadalupe Hidalgo which gave the U.S. California and the rest of the Mexican Cession in return for \$15 million. The boundary of Texas was set at the Rio Grande. The Mexican War set off a controversy over slavery and the **Wilmot Proviso**, intended to outlaw slavery in the territories taken from Mexico did not pass in the Senate.
14. James K. Polk was also important because he set four goals and met every one of them: he lowered the tariff (Walker Tariff), reinstated the Independent Treasury System, and acquired Oregon and California.

Enduring Understanding: Reconstruction and African American Rights

1. Reconstruction meant the restoration of the seceded states into the Union. The major questions facing the government at this time were:
 - What was the relation of the seceded states to the Union?
 - How should the southern whites be treated?
 - What should be done for the freed blacks?
2. Andrew Johnson was not as strong a president as Lincoln, and following Lincoln's death Johnson alienated many members of the largely Republican Congress because 1) he really was a Democrat at heart ; 2) he was a racist; 3) he vetoed many bills such as the Civil Rights Act of 1866, the Second Freedmen's Bureau Bill, and the Tenure of Office Act. These vetoes led to Congressional Reconstruction in which the radicals eventually took over.
3. Johnson was impeached (charged) but not convicted of high crimes and misdemeanors. Most of the eleven charges said the same thing in different ways: that Johnson had violated the Tenure of Office Act (which was later declared unconstitutional by the Supreme Court.) Johnson's acquittal upheld the American principle of presidential independence of Congress.
4. Once the former Confederates were barred from holding office, southern state governments during Reconstruction fell into the hands of **carpetbaggers, scalawags, and blacks.**

Failures of Reconstruction	Successes of Reconstruction
Many state governments were marked by graft & corruption, wild spending, heavy taxes, and a greatly increased public debt	Framed liberal constitutions that guaranteed civil liberties, provided for universal male manhood suffrage (14 th and 15 th amendments), and ended imprisonment for debt
Despite the passage of the 14 th and 15 th amendments and the Civil Rights Acts of 1866 and 1875, blacks never achieved lasting equal rights; organizations like the Klan eventually came to power	Started to rebuild the South by constructing roads, public buildings, and subsidizing railroads with land grants.
Disappointed with the carpetbag governments, Northerners grew weary of reconstruction and came to believe that the South could not be coerced into changing its traditional attitude toward blacks	Introduced free, compulsory, public education for whites as well as blacks
The Solid South took root in which southern whites voted for Democrats in every election from 1872 to 1976 with the exception of the elections of 1928 and 1964.	Showed that blacks could become involved in a meaningful way in the political process.
Between the end of Reconstruction and the beginning of the 20 th century, southern governments instituted literacy tests, grandfather clauses, poll taxes and all white primaries. In addition segregation laws called Jim Crow laws were later given sanction by the decision in Plessy v. Ferguson	Southerners realized the importance of diversification and began to diversify in the New South: manufacturing began and agricultural products began to be diversified.

Economically most southern blacks remained in the south return to a form of "bondage" known as "sharecropping" and remained not only tied to the soil, but beholden to the owners of the property on which they worked.	Passed the 13 th amendment which freed black slaves from bondage.
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PRESIDENTIAL RECONSTRUCTION PLANS

	PHILOSOPHY	PLAN
LINCOLN	Lincoln believed that the Southern states had never left the union since no state could legally do this. He believed that the rebellion against the federal government was the work of individual southerners, not the south as a whole and therefore reconstruction should not be punitive. Reconstruction, in his mind, was a task for the president because of the president's power to pardon.	All southerners except high ranking military and government leaders were to be pardoned upon taking an oath of allegiance to the Union. When 10% of the voters in a state took the oath of allegiance, they were permitted to form a legal state government and rejoin the union.
JOHNSON	Johnson's philosophy mirrored the philosophy of Lincoln. However he wanted to add rich white southerners to the list of those being disenfranchised.	Johnson offered pardons to most southerners who pledged allegiance to the Union and who agreed to the abolition of slavery as long as the total value of their taxable property was under \$20,000. He accepted the government of every southern state that disowned its act of secession, repudiated the Confederate debt, and ratified the 13 th amendment.

CONGRESSIONAL RECONSTRUCTION

When Congress convened in December, 1865, it rejected Johnson's plan. Congress refused to seat the newly elected Southern Congressmen and declared invalid the newly formed state governments in the South. Among the reasons why Congress condemned Johnson's program were the following:

- Johnson vetoed both the Freedmen's Bureau Bill of 1866 and the Civil Rights Act of 1866 and Congress had to override both vetoes.
- Congressmen believed that the former Confederate states were "conquered provinces" and should be punished for their disloyalty as they had committed political suicide.
- Congress wished to curb the powers of the president that had expanded greatly during the war years. It claimed that only the legislative branch had the authority to readmit seceded states. This authority was based on the right of Congress in Article IV of the Constitution to admit new states to the Union.

- Southern state legislatures had begun to enact laws called “black codes.” These codes prohibited blacks from moving from one place to another without permission, forced blacks to work for whites and allowed them to be bound to their former masters as apprentices, punished blacks for vagrancy with forced labor contracts, and prohibited blacks from signing legal contracts and testifying in court. Congress viewed these laws as seeking to re-enslave blacks.
- Under Johnson’s plan most Southern whites had the right to vote. However, little had been done to give the vote to Southern blacks. Southern whites were overwhelmingly Democratic and Southern blacks were Republican. The Republicans in Congress feared that, unless Southern blacks were allowed to vote, Southern white voters would all vote Democratic and the Democratic Party would soon regain control of the federal government.

RADICAL CONGRESSIONAL RECONSTRUCTION

Once the Radical Republicans, led by Representative Thaddeus Stevens of PA and Senator Charles Sumner of MA, gained control of Congress, the Reconstruction Acts of 1867 were passed which provided that:

- The 10 unreconstructed southern states were to be divided into 5 military districts, each policed by federal troops under the command of a military governor.
- Southerners who had voluntarily fought in the confederate armies were disenfranchised – deprived of the right to vote or hold office.
- To qualify for readmission, a state had to hold a convention and frame a constitution guaranteeing black suffrage.
- Delegates to the constitutional convention from each state had to be elected by all the citizens eligible to vote, including blacks.
- When a state organized a new government and ratified the 14th amendment, the state was restored to the union.
- States readmitted after 1870 also had to ratify the 15th amendment giving blacks and all men the right to vote.
- The radicals in Congress later passed a second Civil Rights Act, guaranteeing equal rights to blacks in public places such as theaters, railroad stations, and parks.

RECONSTRUCTION UNDER PRESIDENT GRANT

1. In 1871 Congress passed the **Force Act** (the Ku Klux Klan Act) that made actions by individuals against the civil and political rights of others a federal criminal offence for the first time. The law also provided for election supervisors and permitted martial law and the suspension of the writ of habeas corpus to combat murders, beatings, and threats by the Klan.
2. The **Amnesty Act of 1872** restored the political rights of all but about 500 southern white Confederates.
3. Reconstruction was ended by the **Compromise of 1877** caused by the **Disputed Election of 1876**. Tilden had the most electoral votes, but votes in 4 southern states were disputed that might have given the election to Hayes. An electoral commission with 8 Republicans and 7 Democrats gave the election to Hayes. Hayes and his supporters calmed the Democratic opposition to the Election of 1876 by offering to a) provide federal funds for internal

improvements in the South; b) appoint a Southerner to a cabinet post; and c) remove all federal troops from the South.

4. In the **Civil Rights Cases of 1883**, the Supreme Court declared the **Civil Rights Act of 1875** unconstitutional on the grounds that the federal government could protect only civil rights not social rights and that the government could not prohibit private individuals from discriminating against blacks.
5. **Plessy v. Ferguson (1896)** formally sanctioned Jim Crow (segregation) laws throughout the South.

Past essay questions dealing with Reconstruction:

How do you account for the failure of Reconstruction (1865 – 1877) to bring social and economic equality of opportunity to the former slaves? (1983)

Discuss the political, economic, and social reforms introduced in the South between 1864 and 1877. To what extent did these reforms survive the Compromise of 1877? (1992)

Enduring Understanding: The Gilded Age 1877-1900

1. Mark Twain coined the term "Gilded Age" to show that this period was glittering with gold on the outside, but rotten on the inside. The Gilded Age began as Americans tired of Reconstruction.
2. *Politically the Gilded Age was characterized by weak Republican presidents in the wake of Johnson's impeachment, high tariffs, "waving the bloody shirt" tactics, and pressure from women's groups to give women the right to vote.*
3. Economically the period was overall characterized by expansion. However, panics and depressions (1873, 1893) still occurred with regularity almost every 20 years with periods of expansion outweighing periods of depression.
4. For **blacks** the Gilded Age meant the beginning of **Jim Crow** (segregation) laws enacted by *Southern states given official sanction in the Supreme Court case of Plessy v. Ferguson (1896).*
5. As **Native Americans** were moved to reservations there were battles between them and the whites trying to move them. The Sand Creek Massacre (1864), The Battle of the Little Big Horn (1876), and the Battle of Wounded Knee (1890) were some of the important battles. In 1887 the **Dawes Act** broke up tribal lands in an attempt to assimilate the Native Americans.
6. **Organized labor** (labor unions) made slight gains in this period in securing fewer hours and higher wages. Craft unions such as the American Federation of Labor made greater gains than industrial unions. Strikes and violence hurt the union movement in the late 19th century. It was not until the Wagner Act (1935) passed during the New Deal that unions were guaranteed collective bargaining and began to make great gains.
7. The philosophy of **Social Darwinism** guided many of the actions of the "captains of industry" or "robber barons" as industry expanded. **Laissez-faire** capitalism with few government regulations also aided the growth of industry. Captains of industry considered workers, many of whom were recent immigrants from southern and eastern Europe, to be an expendable commodity. The trust was introduced as a form of business organization with Rockefeller known for **horizontal integration** and Carnegie for **vertical integration**. Carnegie championed the **Gospel of Wealth**, a philosophy which encouraged the rich to give back some of their money to the community. The Sherman Anti-Trust Act (1890) which was passed to curb monopolies was used more often against labor unions for restraining trade.
8. New immigrants from southern and eastern Europe began to greatly outnumber those from Northern and Western Europe after 1890. Native born Americans became hostile (**nativism**) to the "**new immigrants**" and preferred the "**old immigrants.**" Immigration legislation restricting immigration began to be passed in the late 19th century. The Chinese Exclusion Act of 1882 was the first really restrictive immigration law, followed by the Contract Labor Law, and then the Gentleman's Agreement. In the 1920s quota laws based on nationality were introduced. The Immigration Act of 1921 allowed in 3% of the nationalities in the U.S. in 1910. The Immigration Act of 1924 allowed in 2% of the nationalities in the U.S. in 1890.
9. Urbanization greatly increased in the late 19th century with "new immigrants" generally staying in cities along the east coast. Rural residents also migrated to cities as farm machinery replaced workers and farms began to cost in excess of a year's wages. Cities had to solve such problems as crime, pollution, urban corruption (political machines), transportation, water, sewerage disposal, and housing. A synonym for cities is **municipalities**.

10. Overproduction and underconsumption led to low prices for farm products which aggravated the problems of farmers in the late 19th century. Farmers were also bothered by weather problems, insects, and railroads which Frank Norris portrayed as an octopus. Farmers believed that the solution to their problems was the free and unlimited coinage of silver in the ratio of 16:1 which would inflate the currency causing prices to rise. The government ordered silver to be coined in the Bland Allison Act (1878) and the Sherman Silver Purchase Act (1890). However, because two metals were being coined (bimetallism) and gold was more valuable than silver, gold was hoarded causing deflation, not inflation. Farmers began to organize, first in The Grange, then in Farmers' Alliances (northern, southern, colored), and finally in the Populist Party whose first candidate James B. Weaver ran in the Election of 1892. William Jennings Bryan, a Populist, ran as the Democratic candidate in the Election of 1896 against McKinley advocated the free and unlimited coinage of silver, railroad regulation, lower tariffs, government ownership of telephone, telegraph, and r.r. systems, the secret ballot, direct election of senators, shorter working hours, immigration restriction, and the initiative, referendum, and recall. After 1896 farm prices began to rise because of new discoveries of gold in the Yukon, new demand caused by increased immigration, and the return to the gold standard ordered by McKinley after the Panic and Depression of 1893.

Enduring Understanding: The Progressive Movement 1900-1920

1. **Progressivism** was a movement to improve American life by expanding democracy and achieving economic and social justice.
2. **The Progressive Movement** promoted the belief that government has the responsibility to act in the people's welfare. *The movement marked the transition from laissez-faire to government regulation of the economy.* The reason that the Socialist Party did not gain more strength in this period was that governments moved more toward the left and espoused some socialist beliefs.
3. **During the Progressive Era the role of government changed in the definitions of liberal and conservative.** Prior to this time conservative meant a strong federal government and liberal meant support for states' rights. **From this time forward conservative meant support for states' rights and liberal meant support for a stronger federal government.** The Republican Presidents of the 1920s wanted a weaker federal government, while Democratic President Franklin Roosevelt in the 1930s believed that government needed to solve America's problems.
4. **Characteristics of Progressives:** Progressives were white, male and female, middle to upper middle class, college educated, Protestant, and urban. They were also optimistic and forward looking, accepting urbanization and industrialization but wanting to correct their evils.
5. The Progressive Movement was **supported by** the urban middle classes, workers, writers (muckrakers), socialists, and political leaders (Robert LaFollette: Governor of WI, Hiram Johnson: Governor of CA, Charles Evans Hughes: Governor of NY, Theodore Roosevelt, William Howard Taft, and Woodrow Wilson).
6. **The Progressive Movement had its greatest success at the state and local levels.**
7. Wisconsin, under the leadership of "Fighting Bob" LaFollette, became the most Progressive state in the union. **Some political accomplishments at the state and local levels included:** direct primaries, corrupt practices laws which regulated political contributions and campaign spending, the secret ballot, the initiative and referendum, the recall, the commission and city manager forms of **municipal (city)** government which reduced the power of the political machines, *state women's suffrage, and municipal and state civil service examinations which* reduced the number of government positions available to political machines for patronage. **Some political accomplishments at the federal level included:** direct election of senators (17th amendment); nationwide women's suffrage (19th amendment).
8. **Social and economic accomplishments at the local and state levels included:** state regulation of intrastate railroads and public utilities, consumer protection laws, fair tax laws taxing incomes rather than property, child labor laws, women's labor laws set minimum wages and maximum hours, welfare benefits, *factory inspection laws, and workmen's compensation.* **Social and economic accomplishments at the federal level included:** 1) expanded federal regulation of railroads (Hepburn Act), 2) regulation of trusts (Clayton Anti-Trust Act), 3) "rule of reason" applied by the Supreme Court, and 4) regulation of banks (Federal Reserve Act); 5) conservation measures (Newlands Reclamation Act, National Conservation Commission); 6) consumer protection laws (Pure Food and Drug Act, Meat Inspection Act, Mann-Elkins Act –authorized the Interstate Commerce Commission to regulate telephone and telegraph companies, Federal Trade Commission); 7) income tax (16th amendment); 8) legitimate union activities were exempted from anti-trust prosecution (Clayton Anti-Trust

Act); 9) federal funds were used for long-term, low-interest loans to help farmers (Federal Farm Loan Act); 10) enactment of the Volstead Act (18th amendment) which brought about national prohibition.

9. 1) **Significant Supreme Court cases included: *Lochner v. NY*** – the court ruled that bakers' hours could not be regulated because baking was not a hazardous business, and 2) ***Muller v. Oregon*** which limited the number of hours women could work in Oregon. Louis Brandeis who was the attorney for Muller won the case by saying that women were physically different from men and as bearers of children had special needs.
10. Progressives were not in favor of immigration, although they worked with immigrants in **settlement houses (Jane Addams)** because **immigrants took jobs away from native-born Americans and because they tended to drink.**
11. Progressive Presidents Roosevelt ® and Wilson (D) tended to be more liberal than Taft ®.
12. The pattern of reform at the state level was uneven with some states like Wisconsin being much more progressive than other states.
13. When Republican Presidents Harding and Coolidge took office in the 1920s, they failed to enforce many of the regulations instituted during the Progressive Era. They also returned to a pro-business, anti-labor, and anti-farmer philosophy